

Core Indicator of Performance Improvement Plans

Overview

In this document you will find information on completing your core indicator performance improvement plans (CIPIP), including:

- 1) Identifying if you missed safe harbor;
- 2) Determining which indicators require a plan;
- 3) Completing a plan with strategies; and
- 4) Revising your current local plan by uploading your CIPIP into ePlan.

Improvement Plans Due Feb. 19, 2018

Each LEA that missed safe harbor on one or more Perkins core indicators is required to submit a Core Indicator of Performance Improvement Plan (CIPIP). Core Indicators are 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, 6S2 and 2016-17 school year results are found on the 2018 “CTE FAUPL Target Negotiations” page in ePlan. Performance targets were finalized during the [Final Agreed Upon Performance Level \(FAUPL\) negotiations](#) in December.

LEAs must submit an improvement plan for each indicator that did not meet Safe Harbor (not within 90% of the negotiated performance target). The template is found on the FY18 Perkins Basic application in ePlan under the “Related Documents” page. LEAs should upload the CIPIP and submit by Feb. 19.

Determining if a Core Indicator Missed Safe Harbor

There are two ways to determine if safe harbor was missed. The CTE FAUPL Negotiations page in ePlan can show you exactly which indicators, if any, missed safe harbor. To access this, log into ePlan and search Plans. After selecting the FY18 CTE FAUPL Negotiations page, review the column labeled “2016-17 LEA Actual Local Performance Meets/Exceeds LEA Local Performance Target by Safe Harbor.” Any indicator with “N” means a CIPIP needs to be written.

The second way to find if your district missed safe harbor is by looking at your Perkins Indicator Report in your district’s [CCR SharePoint](#) (more information provided below). The second page of that report shows a table which indicates “Yes” or “No” for meeting safe harbor for each of the eight indicators.

Accessing and Uploading the CIPIP in ePlan

To find the CIPIP, log onto ePlan, and open the FY18 CTE Perkins Basic funding application. From the Sections page, find the Related Documents link under CTE Perkins Basic. Once on the Related Documents page, scroll to the Optional Documents section, and look for the “CTE CORE Indicator of Performance Plan” template. Click this link to download the template and edit as necessary.

Once you have filled out the template (see sections below for guidance on the content in the CIPIP), make sure you start a revision for your FY18 Perkins Basic plan. If you are not in a revision, you will be unable to upload the document. To make a revision and upload follow these steps:

- At the top of Sections page, change the status of the funding application to Revision Started.
- Navigate back to the Related Documents page.
- Scroll down to Optional Documents to find the CIPIP template called CTE CORE Indicator of Performance Improvement Plan.
- In the box to the right of the template, you should see an option to upload. Click the link and upload your document with your LEA in the file name.
- Once uploaded, navigate back to the Sections page and change the funding application into Revision Complete status.

Addressing Performance Gaps in Special Populations

CIPIP requires a sub recipient to specifically address performance gaps in special population areas. The Carl D. Perkins Act defines these areas as:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for nontraditional training and employment;
- single parents, including single pregnant women;
- displaced homemakers (Note: this is postsecondary only); and
- individuals with other barriers to educational achievement, including individuals with limited English proficiency (Note: also known as English Learners)

To aid you in creating strong strategies for these special populations groups, a data analysis called the Perkins Indicator Report in your LEA's [CCR SharePoint](#) folder. This report displays performance levels for all special populations groups in each core indicator. We also provided data based on race and gender. Use this report to completely fill out your CIP Improvement Plan section on special populations. Please also make use of this data for next year's Perkins local plan.

Potential Strategies to Implement for 6S1 and 6S2

Many districts did not meet Safe Harbor for indicators 6S1 and 6S2, and, as a result, the state of Tennessee missed Safe Harbor for 6S1 as well. To be able to address this issue and improve, the division of college, career and technical education is providing strategies that you can use locally to help improve on these two indicators.

The following are some strategies that you can use to complete your improvement plan for the nontraditional indicators 6S1 and 6S2:

- Create a focused marketing effort for your programs of study so that all students, including nontraditional students, parents, and community members, know about your programs. Review and use the marketing materials and templates that have been created by the division's career cluster consultants. Marketing materials can be found on each of the [career cluster pages](#).
- Have students log on and use their [College for TN](#) account, which has resources for both educators and students around career pathways and regional workforce data.
- Make non-traditional students an integral part of your career fair, programs of study (POS) fair, college and industry night, eighth grade career events, etc. Have non-traditional students meet with prospective students, parents, and community members to share their experience.
- Work with school counselors in your district to establish a plan to help increase the participation and enrollment of students for targeted sub populations, such as nontraditional, ELL, special needs, and low

income. This could include reviewing all the available CTE courses and programs of study that will be offered and sharing additional resources (such as the aforementioned marketing materials) with them.

- In the Perkins required evaluation of the CTE program, ensure that the assessment of special populations includes a specific look at nontraditional students and makes recommendations to strengthen this area.
- Work with your POS advisory councils to bring in industry and business representatives who can present and inform CTE students and teachers on the impact of nontraditional workers in their field.

Please reach out to your [CTE Core Consultant](#) if you have any questions.